Professional Counseling Program
Middle Tennessee State University
1301 East Main Street
Murfreesboro, TN 37132
http://www.mtsu.edu/edu_leadership/professional_counseling/

COUN 6150 CAREER COUNSELING
SEMESTER

Instructor:		Office:	
Email:		Office Hours: *	
Office Phone:			*Appointment suggested
Cell Phone:		Semester Dates	
Class Location:		Meeting dates/times:	

Course description

The purpose of this course is to provide students with an overview of the field of career counseling including its historical development and current theories. In addition, students will learn how to apply methods of career counseling to their work with individuals in school or agency settings.

Textbooks

Zunker, V. G. (2016) *Career counseling: A holistic approach (9th Ed.).* Brooks/Cole: Belmont, CA.

Methods of Instruction

(Hybrid course) Lecture, Online assignments, Discussion Boards, Professional Speakers

Course objectives

- to develop career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy (CACREP II. G. 4. g)
- to demonstrate an understanding of theories of occupational choice and career development including trait and factor, life-span, and decision-making models (CACREP II. G. 4. a)
- to demonstrate an understanding of the world of work, occupational information, the need for occupational and labor market information, and where to obtain such information; (CACREP II. G. 4. d)
- to understand the role of multicultural issues in career development (CACREP II. G. 4. d)
- to demonstrate an understanding of career development and career education as they relate to K – 12 developmental and lifespan counseling concepts
- to establish knowledge about career, avocational, educational, occupational and labor market information resources, and career information systems (CACREP II. G. 4. b)

- to develop career development program planning, organization, implementation, administration, and evaluation skills (CACREP II. G. 4. c)
- to develop knowledge of career and educational planning, placement, follow-up, and evaluation (CACREP II. G. 4. e)
- to demonstrate an understanding of and gain hands on experience with selected assessments, tests, and inventories used in career counseling (e.g., the Self-Directed Search, Strong Interest Inventory) (CACREP II. G. 4. f)
- to explore and demonstrate an understanding of their own career development patterns;
- to familiarize students with and use computer based career guidance systems (e.g. FOCUS) (CACREP II. G. 4. f)
- to develop an understanding of the impact of diversity factors (e.g., race, orientation, disability) on the career development and counseling process (CACREP II. G. 4. d)
- to develop an ethical sensitivity to the issues relating to career counseling

COUN 6150 Career Counseling 2009 CACREP Standards			
#	Core Curricular Category	Standard	Assignment/Assessment
II-G-4-a	Career Counseling	career development theories and decision-making models	Exam questions, weekly online activities, discussion boards, career interview paper
II-G-4-b	Career Counseling	career, avocational, educational, occupational and labor market information resources, and career information systems	Exam questions, weekly online activities, discussion boards
II-G-4-c	Career Counseling	career development program planning, organization, implementation, administration, and evaluation	Exam questions, weekly online activities, discussion boards, career project assignment
II-G-4-d	Career Counseling	interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development	Exam questions, weekly online activities, discussion boards
II-G-4-e	Career Counseling	career and educational planning, placement, follow-up, and evaluation	Exam questions, weekly online activities, discussion boards
II-G-4-f	Career Counseling	assessment instruments and techniques relevant to career planning and decision making; and	Exam questions, weekly online activities, discussion boards
II-G-4-g	Career Counseling	career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy	Exam questions, weekly online activities, discussion boards

Evaluation

Attendance	50 Points
Participation/Weekly Assignments	100 Points
Career Interview	150 Points
Career and Personality Test Self-Interpretation	150 Points
Career Group Proposal/Guidance Lesson	150 Points
Exams (4 exams @100 points)	400 Points
	_____
TOTAL	**1000 Points**

Grading Scale

Course structure

This course will meet as a traditional class (i.e., lecture, discussion, small group activities) for several class sessions. In addition, students will be required to perform Internet-based and related activities. It is important that ALL students ACTIVELY PARTICIPATE in group activities that will take place in class and via the computer in order to make this a positive and productive learning experience.

Students may find that the Internet portion of this course takes more initiative than traditional face-to-face instruction. Students will need to pay close attention to the course schedule in order to stay on top of things! Since some of the class activities will take place at a distance, it will be easy to put off studying to attend to other responsibilities that may seem more pressing. However, as the course schedule illustrates, the class will be on a tight timeframe so students are urged to be careful not to fall behind. This is particularly important in a class such as this, which entails a variety of small-group activities. Between working through the on-line lessons, completing the corresponding reading and writing assignments, and conducting related Web and library research, students should plan on spending at least two hours per week on this course.

IT IS VERY IMPORTANT THAT STUDENTS CHECK THEIR E-MAIL MESSAGES ON A DAILY BASIS AS THIS IS THE PRIMARY METHOD OF COMMUNICATION BETWEEN THEM AND THE PROFESSOR! If at any time students feel they are having trouble keeping up, please contact the professor immediately so that the problem can be addressed quickly and effectively.

Course requirements/assignments

1. Class attendance (50 Points)

2. Participation/Weekly Assignments (100 Points)

➢ *Assignments*
➢ *Discussion Board*

4. Career interviews (150 Points)

<u>Part 1:</u> For this assignment, students will be asked to conduct a semi-structured interview/intake with two (2) individuals about their careers and career development (i.e., how did they get to be where they are now in their careers?).

<u>Part 2:</u> Once you have completed your interviews, you will construct a written assignment to report your results. This paper should be written using APA style and be a minimum of 8 pages, not including the title page and reference page. The paper should contain the following:

5. Career and Personality Test Self-Interpretation (150 Points)

During this course, students will complete several career inventories and/or personality inventories. More information about the career inventories to be completed will be provided in class. There will be a total of three (3) inventories completed – Strong Interest Inventory, Self-directed Search and the Myers-Briggs.

Once students have completed and scored the inventories, they will submit a paper summarizing (typed, APA style) the results for EACH of the tests that they have taken. Please follow the directions below to complete the assignment:

- Papers should be typed and APA style

- Papers should be a minimum of 3 pages content (excluding the title page and reference page). An abstract is not needed.
- Sections of the paper should include
- ✓ a brief introduction about the test completed
- ✓ a summary of the results
- ✓ your personal reaction to the results

6. Career Development Workshop, Group Proposal, or Classroom Guidance Lesson (150 Points)

The class will be divided into groups (approximately 3 to 4 per group). Each group will design a workshop/seminar, group counseling proposal, or a guidance lesson based on career issues. This project is designed to provide a practical component to this class. Proposals or lessons will be posted via Desire2Learn for other students to access. All projects must be able to be replicated by others. Therefore, any activities must be explained fully.

Projects must be one (1) document. All materials and content must be combined into one document submitted by one group member in the Dropbox titled "Career Group Project."

As part of the project, you will be asked to complete evaluations on each group member. If you do not complete evaluations, points will be deducted from your grade for the group project. You can find this evaluation under Group Project Information.

6. Exams (400 Points)

Other Policies

Attendance

Regular attendance in this course is required and will be monitored by: the D2L system report; participation in discussion boards; and timely submission of course assignments. If several class assignment submissions are missing, your attendance will be reported as "no longer attending."

Course Ground Rules

The following is a reiteration and emphasis of certain rules and course expectations. For example, participation is required, communication with other students in team projects is expected, learning how to navigate in the learning environment system is necessary, keeping abreast of course announcements, using the MTSU student email address as opposed to a personal email address, addressing technical problems immediately, and observing course netiquette at all times.

Late Assignment Policy

Assignments are expected no later than 5 pm on the date due. A one week extension of the deadline may be purchased for 5% of the points possible on that assignment. This is solely at the discretion of the instructor and must be prearranged. If the student purchases an

extended deadline of one week and the assignment is not submitted within the one week timeframe, 1 point will be deducted from the assignment for every day the assignment is still late. Extensions must be arranged in advance; you may not simply hand something in late. No assignments will be accepted later than two weeks from the original date due; after that time the assignment will be graded as a ZERO.

Confidentiality

Being involved in class discussion and small groups usually entails some amount of personal self-disclosure. Because of the nature of vulnerability, trust, and openness needed to learn about counseling, it is extremely important that confidentiality be maintained. Revealing personal information others have shared is a breach of confidentiality and is unethical. If you would like to share with others regarding your experiences, please reveal only your own reactions and understandings, and avoid using names or identifying features of your classmates. It is expected that any person participating in a demonstration, role-play, or group activity will have their confidentiality respected.

MTSU Professional Counseling Program Dispositions

Students in the Professional Counseling Program are required to demonstrate program Dispositions (being collaborative, ethical, professional, reflective, self-directed, and critical-thinking students) in this class and in all other academic and professional endeavors. Information regarding demonstration of these dispositions may be communicated to program faculty to be used as a component of the faculty's continuous evaluation of student progress. (See Professional Counseling Program Handbook at http://www.mtsu.edu/edu_leadership/professional_counseling/resources.php for details).

Professional Organizations

The MTSU Professional Counseling Program strongly recommends that you obtain membership in the American Counseling Association (ACA), American School Counselor Association (ASCA), the Tennessee Licensed Professional Counselors Association (TLPCA), and/or the Tennessee Counseling Association (TCA). Student memberships are available at a reduced rate, and allow you to become actively involved in local, state, and national activities, which serve to enhance your professional repertoire.

Resources

MTSU has a variety of resources to help the student complete assignments. Please visit the following link to find these resources: http://www.mtsu.edu/university-college/forms.php

Technical Support

Students who experience problems logging into their course, timing out of their course, using the course web site tools or experience other technical problems, should be encouraged to contact the MTSU Help Desk online (24/7) or at 1-615/898-5345.

Students With Disabilities

Middle Tennessee State University is committed to campus access in accordance with Title II of the Americans with Disabilities Act and Section 504 of the Vocational Rehabilitation Act of 1973. Any student interested in reasonable accommodations can consult the Disability & Access Center (DAC) website www.mtsu.edu/dacand/or contact the DAC for assistance at 615-898-2783 or dacemail@mtsu.edu.

Academic Misconduct

The use of a third party to submit a student's work is only allowed when accommodations are approved by the Disabled Student Services Office. Students found to be in violation of this policy will be reported to the faculty member and Dean of Student Affairs. Students should be familiar with the "MTSU Students Rights and Responsibilities" handbook which outlines academic misconduct including plagiarism, cheating, fabricating or facilitating any such act. The Handbook also provides a statement of community standards of civil behavior and code of computer use.

The True Blue Pledge

I am True Blue (http://www.mtsu.edu/trueblue/index.php)   As a member of this diverse community, I am a valuable contributor to its progress and success. I am engaged in the life of this community. I am a recipient and a giver. I am a listener and a speaker. I am honest in word and deed. I am committed to reason, not violence. I am a learner now and forever. I am a BLUE RAIDER. True Blue!

Communication Guidelines

E-mail:
- Per the Family Educational Rights and Privacy Act (FERPA), **all course communication will be conducted using D2L e-mail.** Faculty will not respond to student e-mails via a non-institutional assigned e-mail account. After the term, please communicate via your MTSU assigned MTMAIL account.
- Always include a subject line.
- Remember that without facial expressions some comments may be misinterpreted. Choose your words carefully when writing your e-mails. Use of emoticons might be helpful in some cases.
- Use standard fonts.
- Do not send large attachments without permission.
- Special formatting such as centering, audio messages, tables, html, etc. should be avoided unless necessary to complete an assignment or other communication.
- Respect the privacy of other class members.

Discussion Groups:
- Review the discussion threads thoroughly before entering the discussion. Be a lurker, then a discussant.
- Try to maintain threads by using the "Reply" button rather than starting a new topic.
- Do not make insulting or inflammatory statements to other members of the discussion group. Be respectful of other's ideas.
- Be patient and read the comments of other group members thoroughly before entering your remarks.
- Be cooperative with group leaders in completing assigned tasks.
- Be positive and constructive in group discussions.